



Berea Middle

151 Berea Middle School
Greenville, SC 29617

Grades	6-8 Middle School	
Enrollment	810 Students	
Principal	Robin Mill	864-355-1700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

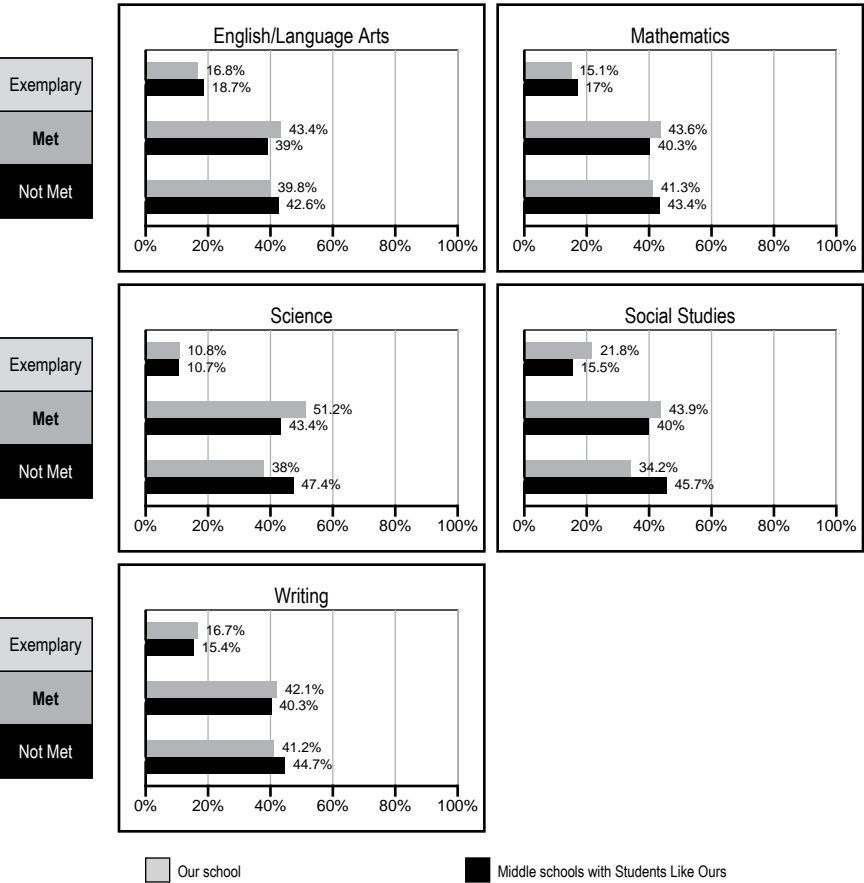
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	25	6

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	91.4%
English 1	100.0%	88.0%
Physical Science	N/A	68.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	90.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=810)				
Students enrolled in high school credit courses (grades 7 & 8)	11.6%	Up from 7.0%	14.9%	21.6%
Retention rate	4.4%	Up from 4.2%	2.0%	1.2%
Attendance rate	94.7%	Down from 94.8%	95.3%	95.9%
Eligible for gifted and talented	6.3%	Down from 7.2%	8.6%	14.8%
With disabilities other than speech	15.6%	Up from 15.1%	14.1%	12.6%
Older than usual for grade	4.0%	Up from 3.0%	4.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.3%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	58.5%	Up from 57.9%	56.9%	56.9%
Continuing contract teachers	77.4%	Up from 68.4%	65.4%	72.7%
Teachers with emergency or provisional certificates	10.4%	Down from 11.4%	10.0%	5.3%
Teachers returning from previous year	85.5%	Up from 83.6%	79.2%	82.9%
Teacher attendance rate	93.3%	Down from 95.6%	95.0%	95.2%
Average teacher salary*	\$46,079	Up 7.0%	\$46,065	\$46,599
Professional development days/teacher	9.7 days	Down from 19.3 days	10.9 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 15.9 to 1	18.6 to 1	20.1 to 1
Prime instructional time	87.7%	Down from 89.0%	89.3%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.7%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,549	Up 15.5%	\$8,714	\$7,645
Percent of expenditures for instruction**	62.7%	Down from 63.5%	62.3%	63.4%
Percent of expenditures for teacher salaries**	57.0%	Down from 58.8%	54.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

For increasing our PACT scores and student achievement in all content areas, Berea Middle was recognized as a Palmetto Silver Award winner for the second consecutive year. The school was awarded approximately \$5000, which is being used to provide staff development for teachers. Berea's Improvement Rating on the SC State Report Card continued to be Average despite the many budget cuts experienced.

Our partnership with Greenville Hospital system continues to positively impact our school. Hospital employees have provided books for summer reading for our students, donations of school supplies and copy paper, programming for our students, and refreshments for end-of-the-year ceremonies.

Our teachers participated in various professional development activities this year. Among them were Learning Focused, Literacy Strategies including Strategies for Teaching Vocabulary, and website and Promethean Board training.

Our interim measures of student progress, including MAP and in-house benchmarks, indicate our students are demonstrating continued improvement. In-house goals for interim improvement were exceeded.

Our School Improvement Council continues to be extremely active, including meeting with the Quality Assurance Review team from AdvancedEd Accreditation. Our school was selected for an on-site visit and our student, faculty, and parent initiatives were lauded by the QAR team. Our school and district received full accreditation. The continued progress of our school excites us.

Robin Mill, Principal
Dr. Gene Bondurant, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	215	44
Percent satisfied with learning environment	88.6%	74.8%	81.4%
Percent satisfied with social and physical environment	93.2%	71.1%	72.1%
Percent satisfied with school-home relations	70.5%	82.9%	70.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	824	99.9	40.6	44	15.4	72.9	84	82.8	Yes	Yes
Gender										
Male	393	100	46	41	13	69.4	80.8	79.3	N/A	N/A
Female	431	99.8	35.8	46.6	17.5	76	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	303	99.7	37.6	44.4	17.9	74.6	89.5	89.5	Yes	Yes
African American	326	100	48.1	41.2	10.7	68.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	181	100	34	48.4	17.6	77.1	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	127	99.2	79	18.1	2.9	34.3	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	148	100	31.7	49	19.3	76.6	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	655	99.9	43	43.4	13.6	71.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	824	99.9	42.8	44.1	13.1	70.2	80.9	78.9	Yes	Yes
Gender										
Male	393	99.8	46.2	40.8	13	69.1	79.6	77	N/A	N/A
Female	431	100	39.7	47.2	13.1	71.1	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	303	100	38.4	46.6	15.1	74.9	87	87.2	Yes	Yes
African American	326	100	52.9	38.8	8.3	61.6	66.3	66.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	181	99.5	34	51	15	76.5	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	127	100	74.3	22.9	2.9	32.4	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	148	99.3	31	51.7	17.2	77.9	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	655	100	44.8	44.6	10.7	68.2	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	539	99.8	38	51.2	10.8	62	71.3	67.5
Gender								
Male	265	99.6	37.9	50.2	11.9	62.1	70.8	67
Female	274	100	38.1	52.2	9.7	61.9	71.8	68
Racial/Ethnic Group								
White	195	99.5	32.8	54.8	12.4	67.2	79.5	79.5
African American	223	100	49.8	44.3	6	50.2	53	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	110	100	24.7	58.1	17.2	75.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	77	100	N/AV	N/AV	N/AV	28.6	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	88	100	23	60.9	16.1	77	60.4	59.6
Socio-Economic Status								
Subsided meals	431	100	41.7	48.5	9.8	58.3	57.5	55.1

Social Studies

All Students	537	99.8	34.5	43.7	21.8	65.5	75.7	72.3
Gender								
Male	253	99.6	30.4	40.6	29	69.6	75.1	71.5
Female	284	100	37.9	46.4	15.7	62.1	76.3	73.2
Racial/Ethnic Group								
White	206	99.5	33.3	41.8	24.9	66.7	81.7	80.7
African American	208	100	42.8	43.3	13.9	57.2	61.5	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	113	100	23	47	30	77	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	84	100	70.8	24.6	4.6	29.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	94	100	23.2	47.4	29.5	76.8	69	67.9
Socio-Economic Status								
Subsided meals	421	100	35.9	45.2	18.9	64.1	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	829	99.6	40.9	42.3	16.8	59.1	72.9	70.2	94.7	96.5
Gender										
Male	399	99.5	50	38.1	11.9	50	66.4	63.2	94	96.4
Female	430	99.8	32.6	46.2	21.3	67.4	79.7	77.5	95.4	96.5
Racial/Ethnic Group										
White	307	100	38.5	42.8	18.7	61.5	80.5	79.1	94	96.3
African American	328	99.7	46.2	42.1	11.6	53.8	57.1	57.6	94.4	96.5
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	87.3	86.2	97.7	97.6
Hispanic	180	98.9	36.5	42.3	21.2	63.5	61.3	62.6	96.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	126	100	82.2	15.9	1.9	17.8	28.4	26.1	92.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	146	98.6	33.6	43.8	22.6	66.4	60.5	61.2	96.7	97.2
Socio-Economic Status										
Subsidized meals	657	99.5	43	41.7	15.3	57	58.8	58.9	94.5	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	292	100	43.7	40.2	16.1	56.3
	7	253	100	40.1	44.6	15.3	59.9
	8	279	99.6	37.8	47.4	14.7	62.2

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	292	99.7	47.9	37.9	14.2	52.1
	7	253	100	39.2	49.1	11.7	60.8
	8	279	100	40.6	46.2	13.1	59.4

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	54.6	40.8	4.6	45.4
	7	253	99.6	30.4	58.9	10.7	69.6
	8	141	100	34.4	48.4	17.2	65.6

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	100	32.1	51.9	16	67.9
	7	253	99.6	45.1	34.8	20.1	54.9
	8	138	100	17.9	51.2	30.9	82.1

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	297	99.7	39.8	42.5	17.7	60.2
	7	256	100	39.6	41.4	18.9	60.4
	8	276	99.3	43	43	13.9	57

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample